









ICT Framework

Domain	Phase 1	Phase 2	Phase 3	Phase 4
 Skills	Use ICT for administration and classroom management tasks.	Apply knowledge and use ICT to support teaching and learning.	Model effective use of ICT for knowledge creation within the learning environment.	Locate, review and harness new and emerging technologies for classroom use and management tasks.
 Integrating ICT	Plan and implement learning activities that require low-level use of ICT by students.	Design and implement a range of learning activities that use ICT to support students' achievement of syllabus outcomes.	Engage students in teaching and learning activities that are interactive, responsive to their needs and include authentic online tasks and audiences.	Monitor, trial and evaluate effective strategies for integrating ICT into teaching and learning.
 Environment	Create a positive climate for the use of ICT in the classroom.	Tailor resources to provide a variety of on- and off-computer experiences to achieve syllabus outcomes.	Set challenging learning experiences for students to develop their ICT capability in a way that is consistently matched to their needs and ability.	Create innovative flexible learning spaces that enable alternative approaches to teaching and learning using ICT.
 Online interaction	Demonstrate knowledge and proficiency in the effective use of the Internet and email.	Apply knowledge and skills in the effective use of the Internet to meet syllabus outcomes.	Set challenging learning tasks that encourage students to collaborate in the creation and publication of online content.	Initiate and lead student participation in online projects and online learning communities.
 Assessment	Implement some student assessment tasks that incorporate the use of ICT.	Design, select and use a range of technologies and practices to enhance assessment and the recording of achievement.	Set challenging assessment tasks based on an understanding of students' ICT capability and syllabus requirements.	Evaluate the use of ICT for the design of assessment strategies to maximise the benefits for students.
 Perspective	Acknowledge the purpose of ICT use within teaching and learning.	Pursue opportunities to integrate ICT within teaching and learning.	Use knowledge of the integration of ICT in all aspects of teaching and learning.	Monitor and evaluate current research into the integration of ICT in teaching practice and adopt new approaches.
 Ethical practices	Demonstrate an awareness of social, legal and ethical issues of ICT in teaching and learning.	Apply an understanding of the social, legal and ethical issues of ICT in teaching and learning.	Engage students in explorations of the social, legal and ethical issues of ICT in teaching and learning.	Monitor, evaluate and lead the integration of ethical practices into all aspects of ICT use within the learning community.
 Professional contribution	Demonstrate a commitment to professional learning by exploring integration of ICT in teaching and learning.	Contribute to the work of school curriculum teams and online communities on issues and advances in ICT for teaching and learning.	Provide informed advice to the school curriculum teams associated with the integration of ICT into teaching practice.	Actively participate in the development, maintenance and evaluation of school ICT policy and strategies.